

High School

The *Health Framework for California Public Schools* describes expectations of high school students:

[A]lthough many students in grades nine through twelve may seem physically mature, they are still in the process of changing from external guidance to internal direction. In addition, the illusion of immortality is common to them, and the possibility of their developing a disease or disability in the distant future may carry even less weight for them than for younger adolescents. Therefore, instruction on the more immediate consequences of behavior or the imminent transition to adulthood is likely to be more effective than instruction emphasizing a long-term approach. Students are receptive to information provided by trusted adults but are often overconfident about their own knowledge and coping abilities. Therefore, positive adult and peer role models are critically important at this stage.

A positive development among many students is that they are becoming aware of their influence on younger children and are taking an increasingly active role in the school and the community as concerned citizens. They are often willing participants as role models or peer advisers. By this time most students are also beginning to think about career and life options. The curriculum can stimulate those interests and help to inform students about health- or food-related careers. (Page 120)

A health education program involves students, school staff, families, and the community. These groups work together to promote good health, to prevent health problems when possible, and to address them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional well-being, leading to healthy choices and lifelong good health. The health education standards address the four unifying ideas for health literacy found in the *Health Framework for California Public Schools*:

- Acceptance of personal responsibility for lifelong health;
- Respect for and promotion of the health of others;
- An understanding of the process of growth and development; and
- Informed use of health-related information, products, and services.

Curriculum is structured to incorporate these unifying ideas and is implemented through a meaningful, student-centered approach, providing opportunities for participation, recognition, and successful achievement.

Acceptance of Personal Responsibility for Lifelong Health

Standard 1

The student understands and demonstrates ways in which his or her health and well-being can be enhanced and maintained.

Students in high school who meet this standard will be able to:

- Explain the relationship between personal health habits and quality of life.
- Evaluate food choices that can promote optimal health and reduce the risk of disease.
- Relate the importance of fitness and physical activity to lifelong healthful living.
- Develop and demonstrate effective communication and coping skills.
- Demonstrate appropriate strategies for dealing with stress.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will participate in partner dialogue using “I” and “you” messages and analyze each as a communication technique.
- Students will evaluate their state of health using a personal health inventory.
- Students will evaluate five activities they perceive as stressful and suggest ways to deal with stress in a positive manner.

Standard 2

The student understands and demonstrates behaviors that prevent disease and speed recovery from illness.

Students in high school who meet this standard will be able to:

- Identify and evaluate measures for the prevention and control of communicable and chronic diseases (including STDs such as HIV/AIDS).
- Cooperate in regular health screenings, including dental, vision, and hearing exams.
- Recognize the importance of breast and testicular self-examination.
- Analyze the influence of family and cultural factors on the treatment of disease.
- Communicate with a health-care provider about the symptoms of disease and other personal health concerns.
- Evaluate food intake for nutritional adequacy specific to one's gender, age, and health condition.
- Explain to a pregnant woman the benefits of prenatal care and the importance of care after the delivery, especially for the newborn.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will complete a survey regarding participation in regular health screenings.
- Students will evaluate a personal food log and nutritional adequacy using computerized nutritional analysis and will propose alternatives to improve nutritional quality as appropriate.
- Students will create a brochure about a specific disease and include the following information: description of the disease, the method of transmission, incubation period, symptoms, treatment, and prognosis.
- Students will compile a list of questions concerning individual health and role-play a visit to the doctor.
- Students will list myths concerning health and disease and evaluate their validity.
- Students will compare two hypothetical pregnant females with different backgrounds (e.g., marital status, age, culture, and family support) through pregnancy, delivery, and early infancy, addressing conception, fetal development, prevention and detection of birth defects, and environmental health hazards.

Standard 3

The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and will know how to react to situations in ways that help to protect his or her health.

Students in high school who meet this standard will be able to:

- Examine the influence of tobacco, alcohol, and other drug use on performing physical tasks and making judgments.
- Select ways that reduce the risk of becoming involved in potentially dangerous situations.
- Demonstrate competencies in responding appropriately to emergencies.
 - Use assertiveness techniques to counteract pressures to become sexually active.
 - Avoid violence through application of interpersonal life skills.
- Understand and obey rules prohibiting weapons at school and within the community.
- Understand that assertiveness and decision-making skills are useful in resolving conflicts.
- Identifying ways to seek assistance if concerned, abused, or threatened.
- Understand the role that condoms play in reducing the spread of STDs, HIV, and unintended pregnancy.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will participate in a conflict resolution workshop.
- Students will chart blood-alcohol concentration (B.A.C.) levels and the effects on the body related to body weight and number of drinks consumed in one hour.
- After participating in a discussion with a local law enforcement officer, students will describe potentially dangerous situations and role-play assertiveness skills with a partner.

Respect for and Promotion of the Health of Others

Standard 4

The student will understand and demonstrate how to play a positive, active role in promoting the health of his or her family.

Students in high school who meet this standard will be able to:

- Describe the importance of family communication.
- Analyze the effects of substance abuse, including tobacco use, and its impact on the family.
- Investigate and analyze responsibilities of healthful parenting.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will study roles that individuals assume in a family involved with substance abuse and conduct research to determine where help is available in the community.
- Students will analyze a television program and write a short essay describing the family dynamics in the program.
- Students will recognize the consequences of high-risk behavior on the individual and family.

Standard 5

The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.

Students in high school who meet this standard will be able to:

- Interact effectively with a diverse population (including both males and females and members of different ethnic and cultural groups).
- Demonstrate respect for all people.
- Understand the components of a healthy relationship.
- Describe the role of a responsible citizen.
- Demonstrate ways to advocate responsibility for the environmental health of the school and community.
- Examine how laws, policies, and practices influence human health locally, nationally, and internationally.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will construct a list of perceived advantages and disadvantages of being male or female, and discuss roles, stereotypes, sexism, and gender equity issues.
- Students will develop and prioritize a list of desirable characteristics present in a healthy relationship.
- Students will identify an individual who demonstrates high standards of citizenship and compare these character traits to ones they already possess or hope to acquire.
- Students will plan and organize a community effort to improve the environment of the school.

An Understanding of the Process of Growth and Development

Key Education Code Sections Regarding Health Education Instruction

The *Education Code* sections described briefly below highlight parent notification requirements associated with the teaching of sexuality, growth and development, and sexually transmitted diseases (STDs). The full text of all except Section 60614 can be found in the *Health Framework for California Public Schools* (1994).

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| §51201.5 | <i>Requires</i> that students in grades seven through twelve receive HIV/AIDS prevention education (once in junior high or middle school and once in high school), including current information and recommendations. (See <i>Education Code</i> sections 51240, 51550, 51553, and 51820 for parent notification requirements.) |
| §51240 | <i>Ensures</i> the right of parents and guardians to exclude their children from health, family life, and sex education because of religious beliefs. |
| §51262 | <i>Encourages</i> instruction about the effects of using anabolic steroids (including reproductive consequences) in grades seven through twelve. |
| §51550 | <i>Requires</i> that: <ul style="list-style-type: none"> • Parents must be notified in writing (some districts may choose to expand the notification requirement to require positive permission) of any class in which human reproduction or family life is described. • Instructional materials must be available for inspection. • Parents and guardians must be given the opportunity to exclude their child from this education. |

- §51553 *Establishes* criteria for the course content of sex education to include:
- Abstinence as the only 100 percent protection against STDs, such as human immunodeficiency virus (HIV), and unintended pregnancy
 - Failure rates of condoms and other methods of contraception
 - Emotional consequences of unintended pregnancies and adolescent sexual activity
- Instructional materials and information must be age appropriate.
- §51820 *Requires* a 15-day parent notification period prior to the beginning of venereal disease instruction. This code section also requires availability of instructional materials for review and ensures the right of parents and guardians to exclude their child from such instruction.
- §60614 *Establishes* that no test given as part of the statewide pupil assessment program will contain any questions or items that solicit or invite disclosure of a pupil's, or his or her parents' or guardians', personal beliefs or practices in sex, family life, morality, or religion nor will it contain any questions designed to evaluate personal behavioral characteristics.
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Standard 6

The student will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

Students in high school who meet this standard will be able to:

- Identify the changes that occur during the various stages of life, including pregnancy, infancy, childhood, adolescence, young adulthood, middle age, and older adulthood.
- Describe fetal development from conception through pregnancy to birth.
- Analyze the effect that nutrition, prenatal care, and harmful substances such as alcohol or environmental hazards have on the health of the mother and developing fetus.
- Evaluate the rate of growth, maturity, and development of individuals.
- Analyze how skills such as the ability to cope, adjust, make decisions, communicate feelings, make and keep friends, care for others, and show concern for the community influence individuals through the various stages of life.
- Explain death and dying as a part of the life cycle (grieving process).

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will map out the journey of the egg and sperm within the reproductive system, making sure that features and functions are explained.
- Students will construct parallel descriptors of the changes that take place in males and females during puberty.
- Students will describe the grieving process as it relates to a real-life situation or experience.
- Students will interview a retired person and ask him or her how life has changed since retirement, including physical, psychological, financial, emotional, and social changes.

Standard 7

The student will understand individual differences in growth and development.

Students in high school who meet this standard will be able to:

- Explain how individuals experience physical, mental, emotional, and social changes at their own pace.
- Explore how body image is affected by many outside influences.
- Evaluate problems associated with body image, including steroid/drug use, eating disorders, and dieting.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will describe the different rates of growth and maturation among individuals at various stages of life (e.g., middle grade, high school, adulthood).
- Students will create a collage that shows how body image is portrayed by advertisements.
- Students will describe how steroid/drug use, eating disorders, and dieting are behaviors that may result from unrealistic body images.

Standard 8

The student will understand his or her developing sexuality, the benefits of abstinence from sexual activity, and how to be respectful of the sexuality of others.

Although this standard is targeted for grades six through twelve, individual districts may choose to implement this standard earlier in accord with community needs and values.

Students in high school who meet this standard will be able to:

- Recognize that abstinence is the only totally effective method of contraception.
- Analyze other methods of contraception.
- Explain human sexuality and analyze the effects of social and cultural influences.
- Identify influences and pressures to become sexually active.
- Apply communication/refusal skills as they relate to responsible decision making.
- Understand how to be respectful of the sexuality of others, including personal and social characteristics of sexual harassment.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will list the advantages and disadvantages of each type of birth control, recognizing that abstinence is the only totally effective method of contraception.
- Students will role-play assertive refusal skills.
- Students will analyze unhealthy relationships/situations as they relate to sexual activity, abuse, harassment, and violence.
- Students will research community agencies and hotlines that can be utilized in case of need.
- Students will evaluate situations involving sexual harassment and recognize the broad interpretations of actions.

Informed Use of Health-Related Information, Products, and Services

Standard 9 The student will know how to identify products, services, and information that may be helpful or harmful to his or her health.

Students in high school who meet this standard will be able to:

- Apply criteria for selecting health services, products, and information.
- Develop strategies for identifying and combating fraudulent health products, services, and information.
- Analyze the influence of advertising and marketing on the selection of healthful and nutritional products.
- Analyze how individual citizens and communities can promote a healthy and safe environment.
- Identify resources that should be conserved to protect health and to improve environmental quality.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will develop criteria for selecting reliable and valid health services, products, and information.
- Students will create a public service announcement that promotes a safe and healthy environment.
- Students will select an advertisement and evaluate its influence on consumer choices.

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